Course Title: Library Skills	**Length of Course:** 30 cycles
Grade Level(s): 3	**Periods Per Cycle:** 1
Units of Credit: N/A	**Length of Period:** 40 minutes
Classification: Required	**Total Instructional Time:** 20 hours

Course Description

The third grade program begins with a general library orientation including book care, citizenship, and circulation procedures. The classification and arrangement of the library collection is reinforced. The text online public access catalog is introduced as a library search tool. Various online and print reference works are reviewed and used, including dictionaries and encyclopedias. The basic parts of a book are reviewed and table of contents and index are introduced. Forms of literature introduced at this level are American folklore, poetry, and biography.

Instructional Strategies, Learning Practices, Activities, and Experiences

Anticipatory Sets	Paper and Pencil Activities	Wait-time
Bell Ringers	Objectives	Wait-time Extended
Class Discussions	Online and Print Research	Technology Integration
Closure	Quizzes	Video Clips
Critical Thinking	Teacher Demonstrations	Interaction Sequence
Graphic Organizers	Teacher-made Tests	

Assessments

Oral Responses	Student Research Projects	Teacher-made Tests, Quizzes, Worksheets

Materials/Resources

Library Books	Internet	Online and Print Dictionaries and Encyclopedias
BookFlix Video Clips	Teacher-made Games and Resources	Online Public Access Catalog (Basic/Text)
Unitedstreaming Video Clips		

Adopted: 4/20/88
Revised: 9/3/91; 3/17/99; 1/16/02; 8/20/07; 5/16/16

P:\DRBR\NEWCURR\Library\2016\Grade 3\Library Skills\Planned Course Overview.doc

1.2 Reading Informational Text
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Main Idea	CC.1.2.3.A - Determine the main idea of a text; recount the key details and explain how they support the main idea.
Key Ideas and Details – Text Analysis	CC.1.2.3.B - Ask and answer questions about the text and make inferences from text; refer to text to support responses.
	CC.1.2.3.C - Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure – Point of View	CC.1.2.3.D - Explain the point of view of the author.
Craft and Structure – Text Structure	CC.1.2.3.E - Use text features and search tools to locate and interpret information.
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.3.G - Use information gained from text features to demonstrate understanding of a text.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.3.H - Describe how an author connects sentences and paragraphs in a text to support particular points.
Integration of Knowledge and Ideas – Analysis Across Texts	CC.1.2.3.I - Compare and contrast the most important points and key details presented in two texts on the same topic.
Vocabulary Acquisition and Use	CC.1.2.3.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

1.3 Reading Literature
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Theme	CC.1.3.3.A - Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
Key Ideas and Details – Text Analysis	CC.1.3.3.B - Ask and answer questions about the text and make inferences from text, referring to text to support responses.
Key Ideas and Details – Literary Elements	CC.1.3.3.C - Describe characters in a story and explain how their actions contribute to the sequence of events.
Craft and Structure – Point of View	CC.1.3.3.D - Explain the point of view of the author.
Craft and Structure – Text Structure	CC.1.3.3.E - Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.
Craft and Structure – Vocabulary	CC.1.3.3.F - Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
Integration of Knowledge and Ideas –Sources of Information	CC.1.3.3.G - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Vocabulary Acquisition and Use – Strategies	CC.1.3.3.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

1.4 Writing
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Conducting Research	CC.1.4.3.V - Conduct short research projects that build knowledge about a topic.
Credibility, Reliability, and Validity of Sources	CC.1.4.3.W - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

1.5 Speaking and Listening
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Comprehension and Collaboration / Collaborative Discussion	CC.1.5.3.A - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
Comprehension and Collaboration / Critical Listening	CC.1.5.3.B - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
Presentation of Knowledge and Ideas / Context Integration	CC.1.5.3.E - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Comprehension and Collaboration / Evaluating Information	CC.1.5.3.C - Ask and answer questions about information from a speaker, offering appropriate detail.
Conventions of Standard English	CC.1.5.3.G - Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.

ISTE* 5 Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Safety	ISTE 5.A - Advocate and practice safe, legal, and responsible use of information and technology.
Collaboration / Productivity	ISTE 5.B - Exhibit a positive attitude toward using technology that supports collaboration learning, and productivity.
*International Society for Technology in Education	

5.2 Rights and Responsibilities of Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	
CONTENT/KEY CONCEPTS	**OBJECTIVES/STANDARDS**
Civil Rights and Responsibilities	5.2.4.A - Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.